

Documents on Diplomacy: Introduction

Depth of Knowledge

Descriptors of DOK Levels for Social Studies, based on Webb, "Technical Issues in Large-Scale Assessment," a report published by the Council of Chief State School Officers, (CCSSO), December 2002

Recall and Reproduction—Depth of Knowledge (DOK) Level 1

Recall and Reproduction asks students to recall facts, terms, concepts, trends, generalizations, and theories or to recognize or identify specific information contained in graphics. This level generally requires students to identify, list, or define. The items at this level usually ask the student to recall who, what, when, and where. Items that require students to "describe" and "explain" could be classified at Level 1 or 2 depending on the complexity of what is to be described and explained. A Level 1 "describe or explain" would recall, recite, or reproduce information. Items that require students to recognize or identify specific information contained in maps, charts, tables, graphs, or drawings are generally Level 1.

A student answering a Level 1 item either knows the answer or does not; that is the answer does not need to be "figured out" or "solved."

Skills and Concepts/Basic Reasoning—Depth of Knowledge (DOK) Level 2

Skills and Concepts/Basic Reasoning includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events, and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret, or explain issues and problems, patterns, reasons, cause and effect, significance or impact, relationships, points of view or processes. A Level 2 "describe or explain" would require students to go beyond a description or explanation of recalled information to describe or explain a result or "how" or "why."

Strategic Thinking/Complex Reasoning—Depth of Knowledge (DOK) Level 3

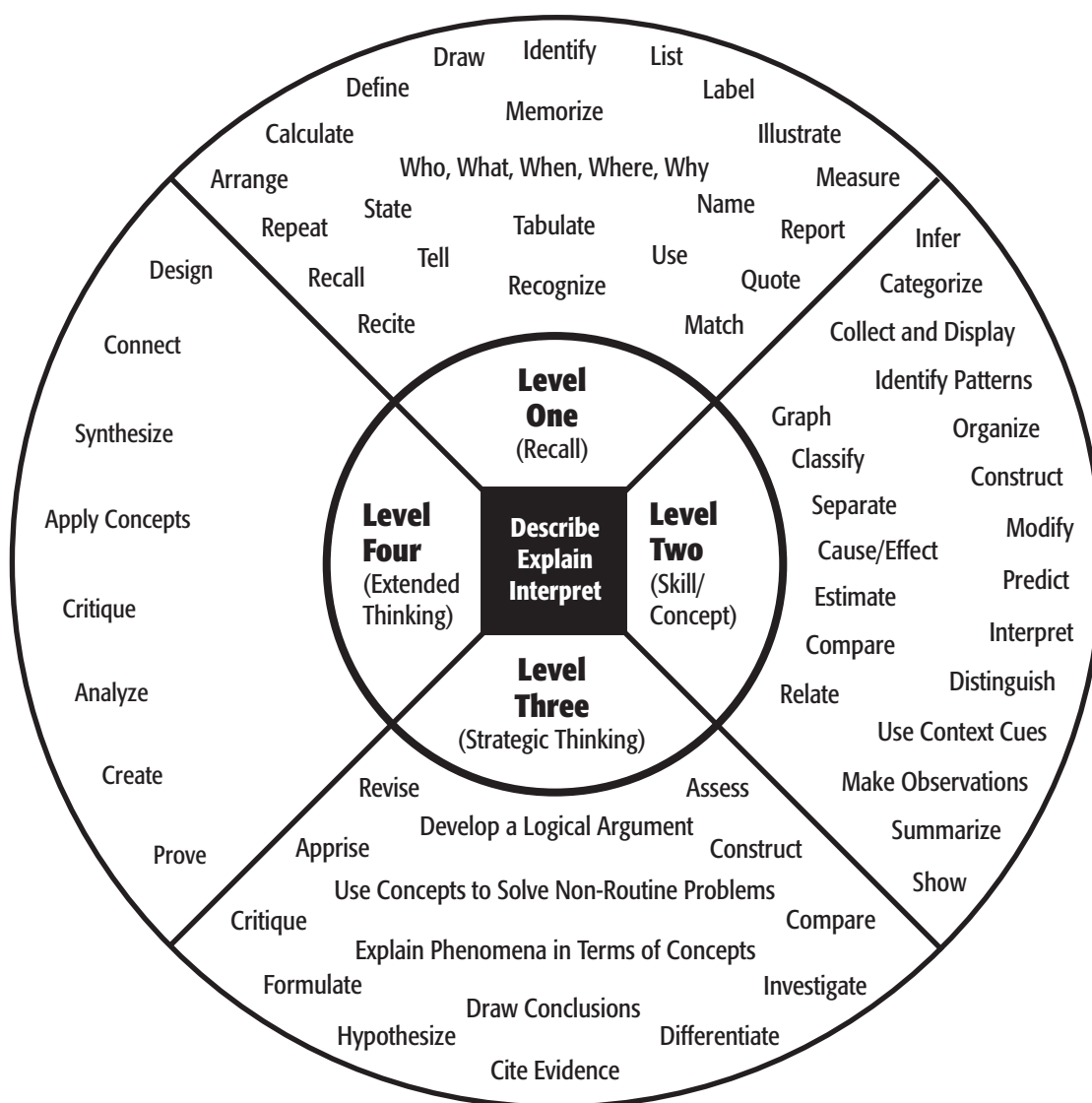
Strategic Thinking/Complex Reasoning requires reasoning, using evidence, and a higher level of thinking than the previous two levels. Students would go beyond explaining or describing "how and why" to justifying the "how and why" through application and evidence. The cognitive demands at Level 3 are more complex and more abstract than Levels 1 or 2. Items at Level 3 including drawing conclusions; citing evidence; applying concepts to new situations; using concepts to solve problems; analyzing similarities and differences in issues and problems; proposing and evaluating solutions to problems; recognizing and explaining misconceptions or making connections across time and place to explain a concept or big idea.

Extended Thinking/Reasoning—Depth of Knowledge (DOK) Level 4

Extended Thinking/Reasoning requires the complex reasoning of Level 3 with the addition of planning, investigating, or developing that will most likely require an extended period of time. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. At level the cognitive demands should be high and work should be very complex. Students should be required to connect and relate ideas and concepts within the content area in order to be at this highest level. The distinguishing factors for Level 4 would be evidence through a task or product that the cognitive demands have been met. A Level 4 performance will require students to analyze and synthesize information from multiple sources and/or describe and illustrate how common themes and concepts are found across time and place. In some Level 4 performance, students will make predictions with evidence as support, develop a logical argument, or plan and develop solutions to problems.

Many on-demand assessment instruments will not include assessment activities that could be classified as Level 4. However, standards, goals, and objectives can be stated so as to expect students to perform thinking at this level. On-demand assessment that do include tasks, products, or extended responses would be classified as Level 4 when the task or response requires evidence that the cognitive requirements have been met. ■

Depth of Knowledge (DOK) Levels



| Level One Activities | Level Two Activities | Level Three Activities | Level Four Activities |
|---|---|--|---|
| <p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p> | <p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p> | <p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p> | <p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p> |